

Repeated Readings

The student reads through a passage repeatedly, silently or aloud, and receives help with reading errors.

Materials:

- Reading book
- Stop watch (if readings are to be timed)

Preparation:

- The teacher, parent, adult tutor, or peer tutor working with the student should be trained in advance to use the listening passage preview approach.

Steps in Implementing This Intervention:

Step 1: Sit with the student in a quiet location without too many distractions. Position the book selected for the reading session so that both you and the student can easily follow the text.

Step 2: Select a passage in the book of about 100 to 200 words in length.

Step 3: Have the student read the passage through. (Unless you have a preference, the student should be offered the choice of reading the passage aloud or silently.)

Step 4: If the student is reading aloud and misreads a word or hesitates for longer than 5 seconds, read the word aloud and have the student repeat the word correctly before continuing through the passage. If the student asks for help with any word, read the word aloud. If the student requests a word definition, give the definition.

Step 5: When the student has completed the passage, have him or her read the passage again. You can choose to have the student read the passage repeatedly until either the student has read the passage a total of 4 times (Rashotte & Torgesen, 1985) or the student reads the passage at the rate of at least 85 to 100 words per minute (Dowhower, 1987; Herman, 1985).

References

Dowhower, S.L. (1987). Effects of repeated reading on second-grade transitional readers' fluency and comprehension. *Reading Research Quarterly*, 22, 389-406.

Herman, P.A. (1985). The effects of repeated readings on reading rate, speech pauses, and word recognition accuracy. *Reading Research Quarterly*, 20, 553-565.

Rashotte, C.A. & Torgesen, J.K. (1985). Repeated reading and reading fluency in learning disabled children. *Reading Research Quarterly*, 20, 180-188.

Rasinski, T.V. (1990). Effects of repeated reading and listening-while-reading on reading fluency. *Journal of Educational Research*, 83(3), 147-150.

Jim's Hints for Using...

Repeated Reading



Take Steps to Keep the Student Invested in the Activity.

Repeated reading is effective as an intervention to build student reading fluency because it gives the student lots of reading practice. However, this activity could become dull and uninteresting for the student over time. If you find that the student is beginning to lose interest in repeated reading, consider:

- Providing praise to the student in specific terms for good reading.
- Allowing the student to pick out high-interest books or articles to use for repeated reading.
- Using a stop-watch, monitor the student's reading rate during each repeated reading and chart the results on a graph.

Paired Reading (*Topping, 1987*)

The student builds fluency and confidence as a reader by first reading aloud in unison with an accomplished reader, then signaling that he or she is ready to read on alone with corrective feedback.

- The more accomplished reader (tutor) and student sit in a quiet location with a book positioned between them.
- The tutor says to the student, “Now we are going to read aloud together for a little while. Whenever you want to read alone, just tap the back of my hand like this [demonstrate] and I will stop reading. If you come to a word you don’t know, I will tell you the word and begin reading with you again.”
- Tutor and student begin reading aloud together.
 - If the student misreads a word, the tutor points to the word and pronounces it.
 - Then the student repeats the word.
 - When the student reads the word correctly, tutor and student resume reading through the passage.
- When the child delivers the appropriate signal (a hand tap) to read independently, the tutor stops reading aloud and instead follows along silently as the student continues with oral reading.
- The tutor occasionally praises the student in specific terms for good reading (e.g., “That was a hard word. You did a nice job sounding it out!”).
- If, while reading alone, the child either commits a reading error or hesitates for longer than 5 seconds, the tutor points to the error-word and pronounces it.
 - Then the tutor tells the student to say the word. When the student pronounces the error-word correctly, tutor and student resume reading aloud in unison. This tandem reading continues until the student again signals to read alone.

References

Topping, K. (1987). Paired reading: A powerful technique for parent use. *Reading Teacher*, 40, 608-614.

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Classroom Strategies

Reader's Theater

Reader's Theater is a strategy for developing reading fluency. It involves children in oral reading through reading parts in scripts. In using this strategy, students do not need to memorize their part; they need only to reread it several times, thus developing their fluency skills. The best Reader's Theater scripts include lots of dialogue.

Why use Reader's Theater?

- It promotes fluency.
- It helps readers learn to read aloud with expression.
- It helps build reading confidence.

When to use: Before reading During reading After reading

How to use: Individually With small groups Whole class setting

How to use Reader's Theater

1. Choose a story that can be divided into parts (such as characters)
Note: [Click here](#) for tips on choosing appropriate scripts
2. Assign reading parts to each child.
3. Ask students to read their scripts orally for practice.
4. Have students read assigned parts to the audience.

Examples

Language Arts


The following sites contain many examples for using Reader's Theater.

[Timeless Teacher Stuff >](#)

[Reading A-Z >](#)

This example demonstrates a Reader's Theater of the book *Tacky the Penguin*.

[See example >](#)

Watch this video clip of three kids performing part of The Wizard, The Fairy, and The Magic Chicken (from Timeless Teacher Stuff). 

[Watch video clip >](#)

Math

Teachers can use Reader's Theater as an instructional technique for mathematical word problems.

The following example could be used for a Reader's Theater about 100's day and the concept of 100.

[See example >](#)

Science

This Reader's Theater example can be used when teaching students about dinosaurs.

[See example >](#)

Social Studies

Scripts in varying reading levels about America for use with Reader's Theater.

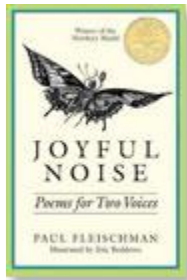
[See example >](#)

Other

Scripts for Reader's Theaters which teach children health habits, safety, and social skills.

[See example >](#)

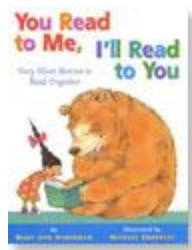
Children's books to use with this strategy



Joyful Noise: Poems for Two Voices
by Paul Fleischman (HarperCollins)

Poetry

These poems introduce various insects and their lives; ideal for sharing aloud and for relating to informational books on insects.



You Read to Me, I'll Read to You
by Mary Hoberman (Little Brown)

Picture book/easy reader/poetry

The short, humorous, rhyming pieces are color coded for reading in tandem, especially good for grades 1-3 though will be enjoyed by younger. This is the first in a series of books intended to be read aloud in pairs (and may also be appropriate for partner reading though may take it in a different direction).

Differentiated instruction

For second language learners, students of varying reading skill, students with learning disabilities, and younger learners

- Use easier scripts with fewer words for younger or struggling readers.
- Write the script (or the student's part of the script) with print that is easy to read i.e. larger or in preferred font. Supply Braille scripts when needed.
- Give the student their part in advance. Encourage them to practice at home with their parents
- Have students read parts together.
- Allow advanced students to write parts of the script.
- When assigning roles, be sensitive to students' individual needs. Assign roles accordingly; provide extra, individual practice if needed.

See the research that supports this strategy

Bafale, C. (2005). [Reader's Theater: Giving Students a Reason to Read Aloud](#).

Prescott, J. (2003). [The Power of Reader's Theater](#).

Oral Reading Fluency

AIMSWEB R-CBM